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EDITORIALS.

EDITORIAL CORRESPONDENCE.

MICHIGAN AGRICULTURAL COLLEGE,
January 28, 1894.

Editor Normal:

DEAR SIR:—Your much appreciated paper was received yesterday, and with feelings of joy and pride I devoured its contents. The Academy justly might be, and no doubt is, proud of being instrumental in the publishing of such a worthy sheet. It brings to me news which I cannot get through private correspondence.

The last issue speaks of the very satisfactory results arrived at by the recent examinations. It pleases me very much to hear of the success of my fellow-students, and especially of the class of '95; for, as many of your readers know, it is the class with which I expected to graduate. I may yet, if times continue to be as hard as they are at present; but I hope to graduate here.

Brother J. L. Horne is spending his winter

vacation at hard study in the University of Michigan, hence I am the only Mormon in this vicinity.

The weather of Michigan, since I have been here, strikes me as being very peculiar. Last year the snow was very deep and remained a long time; so much so that old settlers said it reminded them of the winters of the "forties." This winter there was very little snow up to January 24th. Since New Years the ground has been comparatively free from snow and frost. We had regular spring weather. Rumors say it was the mildest weather for years. Now there is about a foot of snow, and people who considered it warm suddenly changed their minds. Last Tuesday morning the thermometer read 8 degrees below zero.

Many changes have taken place here during the winter. The basement of the Agricultural Library has been fitted up for testing and practice rooms for the art of butter-making, and there are now about thirty students busy-ing themselves delving deep in the mysteries of dairying.

In the Mechanical Department the woodshops have been very much enlarged and re-arranged. Where stood the last year's blacksmith shop now stands a well-supplied foundry. In place of the old blacksmith shop, with its accommodation for nine students, we now have a nice shop, with twenty-four forges. The wind is supplied through a large pipe joined to a fan run by a water motor. All the student has to do is to turn a lever and the fire is blown. There is also a suction pipe which will draw off all smoke and gases. In the machine shop, the new engine (built by the students) has been completed and is ready for business. In the Library, book-room amounting to about one-sixth of the former space, is being added.

Among the students here during the winter one may find several kinds. Some want work, and they find it; others are hunting work and hoping never to find it; they succeed in the latter. Still others are spending much time

trying to avoid work. They always succeed. Two of the latter class have been advised (?) by the President to leave school on account of weak eyes (?).

Wages are very low. Hundreds of men can be hired at Lansing for 8 and 10 cents per hour. The boys here usually get 12½ cents per hour. Board can be had at "Club C" for \$2.75 per week; but the food is so poor and the price so high that many are keeping "bachelor's hall." Among them is your humble servant. We can board for less than half of the club price; we may eat as often as we choose, as much as we wish, and have it cooked just as we desire, providing our "desire" does not go beyond our ability to cook.

Social amusements are scarce. There are very few young ladies here, and the boys don't seem to fancy dancing, riding, walking or skating with each other.

During the holidays was the only time this winter that I have had as much as a day to myself. From 7 a.m. to 5 p.m. I am working at different jobs around the grounds. In the evening, and Sunday from 9 a.m. to 5 p.m. I stay in the Library. Sunday evening is the only time during the week that I have at my disposal. During my library work, I have an excellent chance to read and study. Am reading some Church works at present. Have loaned my Voice of Warning and Book of

Mormon to some of the boys, and there are several applications for the latter as soon as it is returned.

Brother Horne and myself spent Christmas at Coopersville, with a graduate of '93. We were treated very well by him and his folks, and we showed our appreciation by furnishing an abundance of music (?) with the guitar and mandolin.

New Years week I spent with my Mormon brethren and sisters at Ann Arbor. Attended Sunday service, and had once more the opportunity of partaking of the sacrament the first time in about nine months. I met while at Ann Arbor your respected Principal, Prof. Cluff.

I suppose I have said enough for the present. In conclusion, I will say to the students of the Brigham Young Academy, be studious; strive to pass as well in your whole course as the NORMAL informs me you did at the end of the last semester. Above all, be humble and prayerful. I for one, and I know I am speaking Brother Horne's wishes, desire an interest in the faith and prayers of my fellow-students.

That God will bless you all with a desire to do right, and to become useful instruments in His hands, is the prayer of your co-laborer in the cause of education, and brother in the Church of Jesus Christ of Latter-day Saints.

Ernest D. Partridge.

THEORY AND PRACTICE OF EDUCATION.

NOTES FROM PROF. BRIMHALL'S LECTURES.

THEORY A.

LANGUAGE AND GRAMMAR IN INTERMEDIATE GRADES.

I. Motives or Ends to be Kept in View.

1. Clearness of thought; (a) close observation; (b) careful comparison; (c) consistent classification; (d) good judgment; (e) logical conclusions.

2. Love for language.

3. Habits in accuracy and elegance of appropriate expression; (a) musical speech; (b) good penmanship; (c) proper punctuation; (d) correct capitalization; (e) authoritative orthography.

If your student does not acquire a liking for

language, he will be slow and laborious in learning it. In childhood and youth an ounce of perfect practice is preferable to a pound of principles. One good habit of expression is of more value to the child than many rules. As one dollar in circulation is of more value than a million locked up in a vault, so is one thought put in motion of greater worth than a mindful unexpressed. And as the circulation of one coin creates means for the circulation of another, so does the expression of one thought arouse others into activity; thus language is not merely a vehicle of thought but one of the means of its production. If, therefore, you wish your pupils to think, *train* them to express thought. And do not forget that training is causing others to *do*.

MEANS TO BE EMPLOYED.

1. The greatest means is a cultured teacher, one who speaks pure English.

2. Some good elementary language-lesson text-book, characterized by interesting composition exercises and a few of the simplest rules of technical grammar, including the classification of the parts of speech.

3. Every study in the curriculum is and should be used as a means of teaching language and its logic, grammar.

4. Special stories of persons, places and events are excellent means.

5. Pictures and objects are mean of great value in this study.

METHODS TO EMPLOY.

1. In this grade language is acquired principally by imitations, therefore the reading and nearly verbatim reproduction of choice extracts is an excellent exercise.

2. Thorough practice leads the pupils to discover and formulate the rules and principles that you teach, and then put these principles into such thorough practice that their application becomes habit, if possible.

3. Pay more attention to producing of good forms than the correction of bad ones.

4. Have conversation exercises in your class, and permit a pupil to ask and tell until he makes a mistake; then permit another to talk.

5. Have co-operative composition work occasionally.

6. Show the pupil show to plan out a talk or composition under headings.

7. Give ample exercises in letter-writing, and teach not only the parts of a letter but how to arrange the points to be set forth in the body of the letter, as: In my letter I wish to write about 1, my teacher; 2, our school-house; 3, my studies; 4, my seat-mate; 5, my play; 6, questions I wish to ask.

8. Have all *habitual* errors in either speech or writing corrected at once; stop right where the mistake is made and have the proper form put in its place.

9. Encourage extensive reading of good child literature; nothing is better, except perfect companionship.

10. Carefully but kindly criticize the pupil's work.

MISTAKES OFTEN MADE.

1. Attempting to get clear expression of dim thoughts.

2. Permitting mistake-making to become habitual.

3. Making of false syntax simply for the sake of showing the incorrect forms.

4. Requiring children to compose without first furnishing them means and ways of composition.

5. Attempting to make good speakers and writers when the teacher is a persistent violator of the laws of language.

6. Monotonous letters of criticisms by pupils.

7. Neglecting to show pupils what to do and how to do it.

8. Allowing careless work to pass for preparation.

9. Cutting criticism of poor but perhaps careful work.

10. Extreme formality in expression.

GRAMMAR AND COMPOSITION.—ENDS TO BE KEPT IN VIEW.

1. Clear thought.

2. Correctness, clearness, force, elegance, and propriety of expression.

Means.—1. Every study in the curriculum.

2. Variety of text-books for teacher's reference.

3. Adopted text-books. 4. An unabridged dictionary and a cyclopedia for pupils' reference.

Methods.—1. Diagram the whole subject in outline as per book.

2. Diagram each sub-division of the subject, and then each sub-sub, studying each division in relation to the great whole.

3. Discover laws through illustrations (inductive).

4. Prove laws by illustrations (deductive).

5. Discover, express and apply each law before you lead on to another.

6. Never *leave* any principle, but link each one on the great whole.

7. Use diagrams as a means, never as an end.

8. Correct false syntax that forces its way into use; but don't create any for the sake of correcting it.

9. Use parsing as a means of review, there is none better.

10. Exchange conversation and permit discussion.

MISTAKES OFTEN MADE.

1. Failing to recognize grammar as the logic of language.
2. Failing to show students the relative value of grammar.
3. Cutting loose from the text-book.
4. Sticking to the text-book as though it was all in all.
5. Diagraming for the sake of diagraming.
6. Making bad sentences for the sake of correcting them.
7. Refusing to use false syntax altogether.
8. Declaring parsing to be of no value.
9. Teaching laws without their observance.
10. Neglecting to correct mistakes just at the moment they are made.

COMPOSITION WORK FOR GRAMMAR GRADES.

OBJECTS TO BE AIMED AT.

1. Good spelling.
2. Legible, rapid penmanship.
3. Careful accumulation and consistent arrangement of ideas.
4. Easy, elegant expression of appropriate thought.
5. Correct capitalization and punctuation.

Means.—1. A teacher who speaks elegant English. 2. Every subject in the curriculum. 3. A variety of works on composition for the teacher's reference. 4. Current topics to be talked about. 5. The public press. 6. Bundles of newspaper proof. 7. Plenty of pencils and paper. 8. A set of classics for children. 9. school entertainments and meetings. 10. A good school journal.

Methods.—1. Show pupils how to collect facts. 2. Teach marshaling of facts by diagraming the subject. 3. Insist upon simple, clear, grammatical expression of thought. 4. Encourage short sentences. 5. Pay special attention to variety in construction of sentences. 6. Give a variety of subjects to the same class. 7. Carefully criticise the work of each pupil occasionally. 8. Change composition for criticism, let them be marked and the mistakes reported orally in the class. 9. Encourage pupils to keep their compositions, and to this end it is a good plan to have them written in a composition book, and the book made a part

of the pupils' examination. 10. Have pupils write for the press. 11. Invent methods. 12. Adapt good methods that you may read or see. 13. Have pupils take minutes of meetings they hold. 14. Encourage and require some correspondence by pupils: one day in the history a letter of inquiry may be written, and on the next each may answer the letter received.

ERRORS TO AVOID.

1. Requiring compositions on abstract subjects.
2. Giving subjects for composition that the pupil knows nothing about.
3. Giving the same subject to every pupil in the class.
4. Careless criticisms on compositions.
5. Unjust criticisms (seeing nothing good in it.)
6. Being so fearful of interrupting the thought that the habit of careless speech is acquired.
7. Paying little regard to oral composition.
8. Discouraging the use of the exact language of authors.

POCKET-KNIFE WORK IN THE MECHANIC ART COURSE.

Instruction for the Normal Class.

RUSTIC WORK.

ARTICLES made from pieces of limbs and other portions of shrubs or trees without materially changing the natural shape and appearance of the pieces used in construction, are classified under this name. The settler's cabin built of unhewn logs, the stable, corn-crib, and pig-pen, with the zigzag pole fence surrounding the clearing that makes a forest home, are familiar examples of primitive art in rustic work construction, while the cabin-cottage built in some secluded forest retreat, a summer home of wealth and refinement; the elaborate summer-houses in public parks and private grounds; the settees and arm chairs, hanging baskets, lawn baskets, frames and easels of many a home show the result of artistic taste in assembling and combining the saplings and limbs or, gnarled roots and branches.

The construction of rustic work is a trade requiring much skill and practice. In favored localities, like the laurel-covered slopes of the

Alleghanies, or the cedar and tamarack swamps of the forests, the worker in rustic has an unlimited supply of material that combines readily in useful articles of furniture.

Many a large illustrated volume has been written on rustic work construction, the best works being in French, as it is in France that the art has received most attention. Several American authors on Landscape Architecture give chapters descriptive of rustic gateways, fences, summer-houses and settees, and one American architect has published a work on log cabin architecture, giving beautiful designs for homes constructed of logs and ornamented with fancy gables, crestings, and porches made chiefly of rustic material.

The amount of taste and talent already displayed in rustic work shows that it is a subject worthy of careful study, and in it there is room for much invention, making it one of the very best branches of woodwork for the pupils in sloyd or manual training.

For our purpose we will begin with willow wands, as they are easily procured and fashioned. We will need brads or 3d. fine nails, twine and fine wire, and as a first lesson we will construct an oblong rustic hanging basket suitable for the sedums, oxalis, or ferns that so well harmonize with the gray bark of the willow, but the pieces for the sides one foot long, and for the bottom and ends let the pieces be eight inches. The drawing shows dimensions and number of pieces, and the perspective view how the basket will appear when finished. It may be hung up by either wire or stout twine.

The next article will be a similar basket suitable for the plant stand or window. In this we will construct the frame in another manner, which you will see by consulting the drawings.

The book of drawings will aid you to construct without trouble these articles, and the following, suitable for any child that can use a pocket-knife, and just what delights the little ones that love to play at housekeeping.

A rolling pin, potato masher, broom, mop stick, table-knife and fork, chairs, settee, wash-bench, washboard, clothes-wringer, hoe, rake, mattock, wheelbarrow, churn, cups, saucers, bowls, buckets, carts, wagons, sleds, and tables.

Indeed the number of things that can be made is almost limitless, depending merely on the teacher's ability to design and construct.

Larger pupils may be interested in building models of log-houses, block-houses, out-buildings, fences, and the various utensils, like harrows, carts, drag-boats, and hay-racks, so often built in full size for use on the farm.

QUESTIONS.

1. What is rustic work?
2. Name some of the material used in its construction.
3. Why is it suitable for sloyd?
4. Where is it used in our country (Utah)?
5. What tools are needed for rustic work—(a) small articles, (b) large pieces and buildings?
6. On a board two feet square, lay out a plan for a home, comprising (a) a rustic cabin, (b) a stable, (c) a pigsty, (d) a granary, (e) a clothes line reel, (f) a corral, (g) a vegetable garden, (h) a lawn and flower garden, (i) a poultry house, (j) a poultry yard, (k) a well-curb, (l) a wood-house, and make a sketch of each from which to construct the buildings and fences of rustic material.
7. What native wood or shrub would you use for the hollow rustic toys, like a churn, bucket, cup, bowl, etc.?
8. Name ten native shrubs of Utah valley, suitable for rustic work.
9. With such an abundance of material everywhere for rustic work, why is not more of it constructed?
10. Design a lawn basket, to be three feet square, and two feet deep, with a center standard for climbing plants, eight feet high, having suitable supports for the plants.

J. L. Townshend.

THE M. I. Normal class is the largest since the course was established. One hundred and eleven young men make the present class. For the present the work consists of the Gospel, Old Testament and Book of Mormon History, Domestic Science, vocal music, M. I. Methods, Civil Government and Parliamentary Law. Later on New Testament, Church, General, and Biographical History, beginning Literature, Physiology and Psychology will follow.

PHYSIOLOGY AND SANITARY SCIENCE.

PHYSIOLOGY.

Notes from Dr. Hardy's lecture.

BEFORE dismissing this subject of communicable diseases dangerous to the public health we must refer briefly to disinfectants. For classes I. and II., that is, the acute contagious and the miasmatic contagious diseases mentioned in number 6, the chlorin series is required, namely, chlorin, bromine and iodine and their compounds. And since sulphur and its compounds act like the chlorin series in a manner to render the infectious material inert it may be mentioned in this same connection simply as a convenience in practical sanitation.

For class III., malaria, the carbolic acid series is required, namely, (1) *coal tar derivatives*, as carbolic acid, creosote, cresylic acid, thymic acid, pyroligneous acid, etc. (2) *Spices and alkaloids*, as camphor, cinnamon, pennyroyal, quinin, salicin, etc., etc.

This practical grouping of the carbolic acid series placed in comparison with the chlorin series will illustrate forcibly the important distinction to be kept in view between the "disinfectants" and "antiseptics" as commonly used. In other words, to disinfect articles, rooms, premises, etc., as is required and made practicable in the case of scarlatina, diphtheria and other communicable diseases, we must go to the chlorin series for the special disinfectant, and not waste precious time and often do harm otherwise as well by employing agents from the carbolic acid series for this purpose. The general agents, ventilation, heat, cold, dryness, water, absence of air, etc., and the special agents, charcoal, borax, etc., can simply be mentioned here.

Physiology proper.—A course in physiology to be reasonably complete should comprise the following general and sub-divisional subjects.

1. Public health.
2. School sanitation.
3. Home life, or environment.
4. Physiology proper and its relation to (a) anatomy; (b) hygiene; (c) psychology; (d) theology as used in its restricted sense; (e) economics or the science of values.
5. Man as a unit.
6. Sub-divisions: (1) Nutrition used in its

extended sense, comprising (a) Ingestion, which may include *selection* and *preparation* of food; (b) digestion, including mastication, insalivation, ~~deglutition~~, chymification, chylification; (c) absorption; (d) distribution; (e) respiration; (f) assimilation; (g) disassimilation; (h) secretion; (i) excretion.

(2) Skeletology (a) osteology; (b) syndes-mology.

(3) Myology.

(4) Neurology.

(5) Dermatology.

(6) Genesiology.

LITERARY.

REMAINS OF ANCIENT LITERATURE.

AMONGST the famous records of past life—of life thought out and lived out thousands and thousands of years ago—those of the ancient Persians may justly rank amongst the best. They are such as from an ethical and theological point of view are surpassed only by the Jewish Scriptures. And the recent researches of modern scholarship have established a relational point of interest of the highest value to the Bible student. Indeed the study of the principles of *Comparative Religions* has made manifest the fact that it pleased the Almighty Father to reveal some of the most important truths of true religion to the Zoroastrians, and through their literature to the Jews and ourselves.

This fact has been very reluctantly received, but even after a sufficiency of evidence has been given, there are many well-meaning tyros, in Christian pulpits, who continue to make very erroneous statements as to the impossibility of all connection between the great doctrines of the Bible and the analogous truths once held by nations which were brought into contact with the Israelites.

But the connection nevertheless has been established, and with the ancient Persian literature in an intensely interesting way. Here the historical connection amounts, at one stage at least, to historical identity. It was Cyrus, "the Persian," who brought the Jewish people back when they had become a

captive people, and rebuilt their city when it had become a heap.

The book of Nehemiah introduces us to the actual scenes with a Persian king. In Isaiah we have a number of striking references. Book after book of the Bible dates from the reigns of Persian kings, while the Magian priests, who were of the religion of Cyrus, came later to do honor to the Son of Mary. And one of the last words uttered by Christ upon the cross was from the Persian tongue, the word *paradise*.

The ancient literature of Persia takes us back to at least some 1000 years B. C. The best of such writings are known as the *Avesta*. They contain the hymns written by Zoroaster. The following quotations are taken chiefly from the translations of Dr. L. H. Mills:

"With hands outstretched I beseech for the first blessing of Thy most Bounteous Spirit. We sacrifice to the redoubted guardian spirits of the Bountiful Immortals who are glorious, whose look itself has power, who are lofty and coming on to help us, who are swiftly strong and divine, everlasting and holy, who are seven and all of one thought, and of one word, and of one deed, whose thought is the same, whose word is the same, and whose deeds are the same, who have one Father and Commander, Ahura Nazda, each of whom sees the other's soul revolving good thoughts, thinking good words, contemplating good actions, and whose abode is the Home of Sublimity and shining are their paths as they come down to us at the offering of sacrifice."

While they are thus unified, Ahura Nazda which is their sacred name for God, the Almighty Father, Mariah is the divine benevolence the good mind of the Deity, likewise alive within His saints and later personified as a separate archangel. Asha is the divine order, the symmetry and perfection in the beauty of the world and in the soul. Rhshathra is His sovereign power realized in a kingdom of righteousness. Aramati was the piety of a ready mind, implanted as a divine inspiration within the character of the faithful. Haurvatat was the health and weal of the soul, mind and body, and was thought as one of the thoughts of God for His saints, while Amertatat stood for Immortality, their victory over death, begun in its long postponement to old age here, and

continued to eternal lives in heaven. It is very noticeable that these ancient writers of the Avesta in speaking of these *seven* say distinctly enough that from the second to the seventh they are personified thoughts sent forth from the mind of God to ennoble and redeem His people. And this conception lies at the very root of Zoroastrianism; and there can be little doubt that all such teaching in reference to the nature of the Deity was known to the Jewish thinkers of the period of the Captivity. It is probable that the priests of Cyrus had frequent interchanges of thought with the priests of Ezra.

In one of the Apocryphal books the very Persian name of *Avesta* is found which, as we have previously said, is the name by which the sacred literature is known to the Persians; and in the Jewish book of Tobit xii, 15, we find this interesting statement: "I am Raphael, one of the seven holy angels, which present the prayers of the saints, and which go in and out before the glory of the Holy One."

Very near to this same period of close relationship of the Jews with Persian thought and literature, we find this statement in the prophecies of Zechariah iv, 10: "For who hath despised the day of small things? for they shall rejoice and shall see the plummet in the hand of Zerubbabel *with those seven*; they are the eyes of the Lord which run to and fro through the whole earth." And again, we find in the Revelation of John v, 6, a very similar statement, "And I beheld, and lo, in the midst of the throne and of the four beasts, and in the midst of the elders, stood a Lamb as it had been slain, having *seven* horns and *seven* eyes, which are the *seven* spirits of God sent forth into all the earth."

Then as to the attributes of God we find such as the following: "The Great Creator is most mindful of the utterances and commands which have been fulfilled beforehand hitherto by angel-gods and by men, and of those which shall be fulfilled by them hereafter. God is the arbiter and the discernor of all things, so shall it be to us as He shall will. He is our lawgiver; He will establish His kingdom, and will include the poor of His saints."

These and many more of such beautiful thoughts abound in the ancient literature of

the Persians. A rich literature indeed it is of some 3000 years ago. Who shall say that Zoroaster was not a teacher influenced by the Spirit of universal truth? "Truth is reason," says our own beloved poet; so it is, and wherever found it is a priceless gem. "The earth is the Lord's and the fullness thereof;" not the less so the world of truth. From every source therefore we may thankfully receive the light of truth and rejoice in a gift so distinctively divine.

Amicus.

A PLEA FOR THE STUDY OF ENGLISH.

The Relative Value of Expression Studies.

IV.

IN my last article I touched slightly upon the relative value of expression studies as compared with thought or disciplinary studies. The topic seems deserving of treatment at more length. Let me, first of all then, make clear the distinction I draw between these two branches of the school curriculum.

Broadly stated, thought or disciplinary studies are all such as coming from without, center in and react upon the student so as to *form* his character and develop *capacity*. Expression studies are all such as, beginning within, project themselves outward, in such a way as to impress the individuality of the student upon his fellow-beings and his environments. The direct aim of all expression studies is *ability*.

Between capacity and ability there is ever a varying ratio, dependent upon the relative stress that has been placed upon the two kinds of study. The purpose of this article is to examine to what extent, and under what circumstances, each of these kinds of mental growth is emphasized; and also to enquire whether our practice in this respect is rational and scientific.

Let it first be noted that capacity is the parent of ability, and that ability can never exceed capacity, since the expression of anything implies the power behind it to express. This power is always adequate, and generally much more than adequate to the effects flowing from it. "You cannot give," says Dr. Maeser,

"what you have not got." The vital question is: "Can you give what you *have* got?" With the very best instruction, then, it is plain that ability will follow in the wake of capacity, at varying lengths and with a more or less shambling gait.

Capacity being necessary to ability, it would seem idle to find fault with thought or disciplinary studies. But bad is often only unrelated good. To use the colloquial phrase, "Too much of a good thing" makes the thing bad.

The popular idea of education is "book learning." The very phrase is a condemnation of current methods of instruction. The criticism strikes directly at the system which aims a capacity, and leaves ability to make for itself. Let it be kept in mind that by capacity-studies, which are emphasized, I mean that severe mental training, especially in the higher mathematics and the sciences, which makes the mind broad and deep, and results in storing wholesale quantities of information; and by ability-studies, which are neglected generally, I mean the training of hand and voice, and eye: the training in grammar, composition, rhetoric, elocution, personal bearing, physical culture, affability, alertness, in one word, executiveness—the power to *do* as fast as one can think.

Now, the self-made man has emphasized the very things that the "book-learned" man has neglected. He may not have called them by the same names, but the results are the same. His capacity will not begin to compare with that of the graduate of a college; but put them together in anyone of the innumerable activities of life, and the scholar is quickly left behind. The reason lies in the greater ability of the man of affairs. His capacity is not large, comparatively speaking, but what there is of it is merged into ability—every fact is alive and bristling with activity. The college-bred man, if he persist in the race, will undoubtedly gain and lead in the end, when the ponderous wheels of his brain shall have actually been set in motion. But will he persist in the race? Will he not oftener become a book-worm? Has not the impulse to express been slurred so long as to be entirely overshadowed by the mania for *getting, getting, getting*?

I fear that schools of secondary instruction are not alone responsible for creating "bookishness." Judging by the disparity between the capacity and the ability of students entering the Academy, such methods of training must be the crying evil of our entire district school system.

In an able article on "Wherein Popular Education has Failed," in the *Forum* for December, 1892, President Elliot of Harvard makes the following criticism:

There remains arithmetic, the school subject most relied on to train the reasoning faculty. From one-sixth to one-fourth or even one-third of the whole school-time of the American children is given to the subject of arithmetic—a subject which does not train a single one of the four faculties to develop which should be the fundamental object of education. It has nothing to do with observing correctly, or with recording accurately the results of observation, or with collating facts and drawing just inferences therefrom, or with *expressing clearly and forcibly* logical thought. Its reasoning has little application in the great sphere of the moral sciences, because it is necessary and not probable reasoning. In spite of the common impression that Arithmetic is a practical subject, it is of very limited application in common life, except in its simplest elements—the addition, subtraction, multiplication, and division of small numbers. It indeed demands of the pupil mental effort; but all subjects that deserve any place in education do that. On the whole, therefore, it is the least remunerative subject in elementary education as now conducted.

But this is only one study. The same thing is true of other studies; not, as in this case, from the nature of the subject-matter, but from the way they are taught. Teachers seem to think that their duty is done if they make the child *comprehend* the thought, forgetting that they may do this and still lodge knowledge merely upon the mind. Take, for instance, grammar, the very study that should educate expression. Of what value is it to make the student comprehend the intricate laws of this science, if he be not trained and *drilled* in the making of clear-cut, forcible sentences? Then there is reading. What an admirable means might not the choice classics of our readers be made for educating the student in pure, terse English, did we but have the teachers filled with the gospel of causing *to do* as well as to understand! Students seldom fail as lesson-getters. It is when they arise to express themselves—to give out what they have taken in—that they show their utter weakness, their pitiable inability to impress their personality upon others. And the worst feature is that they take very reluctantly to exercises designed to bring them out of the limbos, and on the

other hand pursue with avidity those studies that serve only to make more pronounced their ill-balanced development.

N. L. N.

MISCELLANY.

DEATH OF BLACKHAWK.

AFTER a great deal of trouble they had succeeded in corralling the band of wild horses that had defied the skill of the most expert horsemen in the country, and put to shame the strategies and traps laid for them by the ingenuity of man.

Even the Indians had tried in vain to capture this particular band of horses, recognizing in the leader a horse endowed with a splendid, almost perfect physique, and also that his sagacity and intelligence were remarkable. It was the dream of every ranch man in the valley to possess this noble animal, to say nothing of the range riders, cattle men and Indian chiefs. He probably got his name from his color and fleetness, for in speed he had no rival, and his color was the peculiar metallic black of a hawk's wing. There were upon his back several white scars, however, whose shape and position, to the initiated eye, gave evidence of a close and intimate acquaintance with man, and the servitude of the saddle.

The corral into which the band, with Blackhawk at their head, had been driven, was built of strong timbers, and entirely too high for even Blackhawk to think of jumping over. The gap or entrance had been cunningly concealed by two boulders, and the corral itself built among cedars and rocks, with the special object of deluding Blackhawk into its enclosure. For a few moments the band circled round and round trying to find a place to get out, but finally came to a standstill near the center. The black leader stood at their head, his eyes flashing, his red nostrils quivering, his small ears pointed one forward and one back, his head proudly and defiantly poised, while every atom of his body seemed instinct with menace, for he realized that at last he had been trapped.

It had been customary to select the desired animals in such a herd, to enter the corral,

lasso and "snub" the animal up to a post, but no one dared face Blackhawk in his rage.

At last a Mexican offered for a generous reward to attempt his capture on horseback, and rode into the enclosure upon a powerful and well-trained animal.

The Spaniard was an adept with the lasso, but time after time he threw the hissing coil only to have the horse elude it, and it almost seemed that it would be a question of which could hold out the longest.

Near the center of the enclosure stood the trunk of a cedar tree, from which the branches had been smoothly trimmed. As Blackhawk, in a sudden dash to escape the lasso, turned this stump a large spike driven into it, and projecting several inches, penetrated the beautiful neck and tore open one of the jugular veins. The blood spurted out in a stream, but the horse seemed unconscious of the wound. Twice he fairly flew around the open space, and then while the muscles played with great rapidity, and his hoofs beat the air, he did not move out of his tracks. "Quick!" shouted the Spaniard, "a hot iron, quick, to burn the wound, he is bleeding to death." Every effort was made, but long before the iron was hot enough to sear the flesh, the brilliant eyes had glazed, and with a low whinny that seemed to be his last breath, Blackhawk fell dead.

Ellen Jakeman.

VISIT FROM THE LEGISLATURE.

GOVERNOR WEST and the members of the Territorial Legislature paid a brief visit to the Academy on Saturday afternoon, January 27th ult., school being held on that day for the especial purpose of giving the solons an opportunity of seeing the workings of the institution in all its varied details.

After the various departments and classrooms had been visited, the bugle call was sounded and the students marched to the general assembly room. They were soon followed by the visitors, escorted by members of the faculty.

A good program was carried out in a trim and spicy manner. The principal features were as follows:

Singing of "America," by the school.

Address of Welcome, by Acting Principal Brimhall, characterized by both wit and eloquence, and most hearty in manner, and the turning over of the school to Governor West. His excellency was in his happiest mood, and delivered an eulogistic speech, flavored with choice wit and humor. In turn he then introduced President Breeden of the Council, Judge Powers, and Mr. C. E. Allen. Each of these gentlemen responded in the most pleasant vein.

Interspersed between the speeches were renditions of the hymns "Columbia," and "O my Father," by the school, and "Our Temple of Learning," by Brother I. R. Vance.

The exercises were apparently thoroughly enjoyed by all present, by none more so than the visitors.

LOCALS.

'95 is still alive.

The new students are getting down to hard study.

The Academy is noted for its spirit of friendship.

A glee club has been organized among the S. S. Normals.

The class of '95 are wondering what is the matter with their "Pentalker."

All the theology classes are over-crowded; standing room is at a premium.

Algebra A cannot understand why two minuses sometimes produce a plus.

Examination was held in History of Pedagogy last Monday. It caused some to tremble.

The new students are beginning to feel at home. If you don't believe it ask Jim Brown.

Many desks had to be placed in room D to furnish seats for the large number that entered this semester.

Many subscribers are no doubt wondering how the weather will be next month. We will state that we believe it will be "unsettled," as many subscriptions are. So please send in your shekels.

The S. S. Normals are all hard and constant workers. Dudes and dudines are not to be found among them.

We are sorry that one of the most prominent features of '95 has not returned. We hope he has not lost the path.

Many strange faces greeted us on the opening of the semester, but through association we are becoming acquainted.

Members of the Botany Class are anxiously awaiting the return of spring, that they may make use of their glasses on living plants.

We would suggest that the class reporters represent their classes more fully by reporting more thoroughly the proceedings of their classes.

We will be pleased to hear from the subscribers who have not received their papers, and will try and have every mistake rectified.

A number of students are working with a determined will to take out diplomas for the Commercial Course, at the end of the present semester.

You can always tell Training School students wherever you see them, by the worried look upon their faces, and no wonder. A wolf will worry anybody.

A portion of the gymnasium has been partitioned off, making a well-lighted, cozy room for the typewriting class. It will be used exclusively for that purpose.

Already applications have been made to the managers of the Commercial College for entrance to the summer session, which will commence May 28th, 1894.

The actual enrollment of students at present writing numbers 761; this does not include a large number who have just come in, and not registered, nor the Kindergartens.

Some one in town remarked to us the other day that the only thing that was moving in this city at present was the B. Y. Academy. We add that is a progressive movement, too.

Among the interesting features of the Academy of this semester is a Brass Band. They hold two practices each week, and will soon be able to make lovely music for the students.

The young ladies in History of Pedagogy are not of the same opinion as those who lived in the 7th century. They do not attend school because they wish to become old maids. Boys, take the hint.

A class in Educational Systems was organized last week, with Brother Brimhall as teacher. They will discuss the different School Systems, and formulate a model one from what they learn.

The question has been asked, "What is the matter with the president of the Pedagogum?" "He is very often seen out toward the Asylum." "Is he contemplating a new abode, or is that just part of the magnet?"

Room, room, give us more room. That is the cry at present, and in order to meet the requirement a student's laboratory has been erected out of the building thus giving an additional class-room much needed.

Notwithstanding the hard times, and the scarcity of money, the Commercial Department was never so numerously attended, as the present semester. It shows conclusively that the C. C. is offering a kind of course that young men want.

PERSONALS.

Bishop Tanner was a visitor on Saturday last.

Andrew Morgan of '90 spent the 27th ult, in visiting classes and friends.

Miss Polly Boyden is a student of the Art Department this semester.

Architect Kletting of Salt Lake City came down with the law-makers.

Reed Smoot was a welcome visitor during the day of the Legislature visit.

President Crosby of Panguitch was shown through the building on the 27th ult.

Prof. Kerr of the University was much pleased and interested in our exercises.

Eugene Young, reporter for the *Herald*, called with us while down with the law-makers.

Our Principal will be met with the smiles of his little son when he returns from the East.

Misses Emma John, Alice Dixon, Florence Hoover and Elsie Hoover of Provo were visitors on the 29th ult.

Brother Vance sang "Our Temple of Learning" very nicely for the visitors at the exercises Saturday last.

We are sorry that Miss Loveland changed her mind so soon about attending school. We wonder what it means.

Editor Booth is filling an engagement as teacher in the public school of Alpine. The NORMAL greatly misses his efficient labor.

Brother Joseph Mousley, a student of by-gone days, made the Academy a visit prior to his departure to Great Britain as a missionary.

Prof. Keeler's lecture before the Pedagogium on "Habits from a Psychological point of View," was listened to with close attention by those present.

James E. Brown took charge of Domestic Science and Charles Fillerup the classes in Physics and Chemistry during the illness of Brother Rydalch this week.

Our Assistant Librarian must be complimented on the manner in which she discharges her duty. Everything is as neat and clean as a new pin around the Library now.

Miss Aretta Young, the president of the ladies' class, is detained at home on account of illness. We hope it will be but a short time when we shall see her pleasant face again.

It has been whispered that Brother Emil Maeser will retire as teacher in the Academy, as he has been appointed to labor in the Swiss and German Mission. We will greatly miss his labors here.

The following is a list of former students who were seen among the Saturday visitors: May Ashworth, Grace Brimhall, Lizzie Thatcher, Geo. E. Robinson, Miss Adams, Joe Stringfellow, Joseph Jacobs, and many others.

Prof. Townshend and his class of forty students in Mechanical Arts are preparing a magnificent display of wood-work for the Mid-winter Fair. Much praise is due Miss Aretta Young for the painstaking work she and her assistants are doing in the management of the reading tables and stands.



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